# VSA Whole School Strategic Technology Plan

**Introduction**

This implementation plan document sets out the Learning Technologies vision, aims, principles and guiding strategies for the delivery of Information and Communication Technology*.* It will form the basis for the development of Learning Technology in the school over the next three years. It has been designed to reflect, support and develop our IB philosophies along with the school’s broader priorities, including improving achievement for all students, developing the capacity, quality and efficiency of provision and offering extended learning opportunities to all, through the identification of key goals which the whole school community will work together to achieve.

This strategy has been developed in the summer term of 2010 by the VSA Learning Technologies Committee chaired by Patrick Lam and with the support and participation ofVSA School Board.

Technology Committee

Patrick Lam

Mark Davidson

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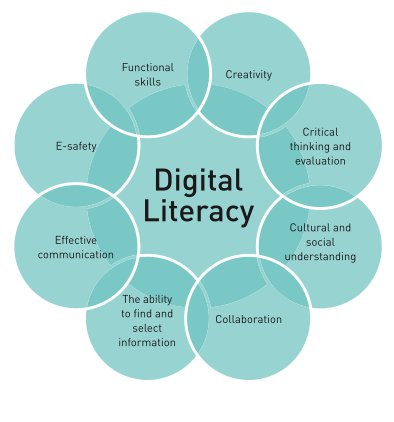
Ross Dawson

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This Whole School Strategic Technology Plan has been written with the following aims in mind:

* To ensure all staff understand and agree on the approach to Learning Technology
* To assist curriculum and school planning and to promote targeted development
* To explain the school's position to all stakeholders
* To ensure maximum gains for all members of our school community from our current and ongoing investment in technology
* To ensure that the development of Learning Technologies at VSA is planned and sustainable and forward thinking
* To offer our students and teachers access to the best available tools and development for high quality world class teaching and learning
* To ensure that all members of the school community feel supported and able to take risks.
* To assist the board in the allocation of funds

# Our Vision for LEARNING TECHNOLOGIES at VSA

Our vision is to become a world-class e-confident school that is focused on developing digitally literate C21st learners and teachers.

Students and teachers at our school will have universal access to best of breed technologies and systems, enabling them to extend learning beyond the confines of the classroom, to strengthen relationships within and beyond the school and to develop as lifelong independent and autonomous learners capable of using technology safely, ethically and confidently to support their learning.

Learning will be underpinned by a world-class technology infrastructure where systems are reliable, interoperable and always on. Learning will not be confined by time or location as access will be provided from anywhere or anytime that best fits the needs of our students and teachers

Students will benefit from a personalised learning experience where they are able to monitor their own progress, evidence their learning journey in dynamic portfolio spaces and set challenging personal targets. They will have access to diverse learning partners, collaborators and assessors beyond the traditional and will benefit from access to local, national and global perspectives that will challenge their thinking and fundamentally change their relationship with knowledge

Our students will have access to teaching and support staff who are aware and confident in their use of technology and associated C21st pedagogies and practices to improve learning and access to learning, who understand how technology supports their own priorities and those of their students and who are supported by a culture that fosters innovation, risk taking and sharing of best practice.

Parents will have access to up to date information about their child and their child’s learning, and know that their child is safe and data is secure. The contribution made by families to extend opportunities for learning is seen as integral to success.

Budgeting for Learning Technologies will take account of total cost of ownership and there will be clear links between expenditure and improvement in student achievement.

# Where we are today

Vision & Strategy

The school leadership is fully committed and recognises the need for change.

There is a lack of a coherent vision supported by strategies for achieving, monitoring and evaluating the use and impact of technology is preventing the school from moving forward

The management is generally focused on operation rather than strategic leadership.

Pilots such as the whiteboard roll out have not been educationally driven or evaluated.

The use of technology in the school, and discussions regarding technology are generally focused on instruction rather that learning.

The school should develop a comprehensive Learning Technologies strategy.

Use of Maze

The Secondary section of VSA has recently adopted three modules Maze as their management information system. It is essential that all future Learning Technologies considerations take account of compatibility / interoperability with Maze.

There should be a whole-school approach to the use of Learning Technologies to record and analyse performance data and this should be used to track student progress and set targets.

Curriculum

The current curriculum does not fully serve the broader aims of the school.

Much of the software and tools is not widely available in classrooms or used by class teachers in addressing the wider curriculum.

Knowledge construction tools (W2.0 applications) such as Wikis and Blogs are being used but not to their full potential.

Currently students are passive in the learning process and the primary audience for their work is the teacher.

They consume knowledge and in instances produce illustrations of their learning.

Currently all assessment is summative and this is at odds with the development of reflective learners.

Learning & Teaching

All classrooms are equipped with a basic range of technologies to support instruction.

Technology is not being used to it’s full capacity in classrooms and where it is being used the focus is on the teacher rather than the learner.

Learning is owned and distributed by teachers.

Where technology is being used students were not able to print their work.

Students are allowed to bring laptops into school for use across the curriculum, however, some teachers still do not integrate the use of notebooks into lessons and some go as far to ban usage.

Pupils are enthusiastic users of Learning Technologies at home.

Students are not critical in their use of knowledge found on the Internet.

Assessment

Assessment of Learning Technologies is purely summative and addresses skills rather than capability.

Student’s work for the teacher and assessment is by the teacher.

There are limited opportunities for authentic assessment

Students currently do not manage digital portfolios of evidence.

Pupils do not have opportunities to use Learning Technologies to organise their work and record their achievements.

Professional Development

There are no processes in place to identify individual or whole school development needs with regard to Learning Technologies.

There has not been a review of staff Learning Technology capability.

Training has been product led.

Initiatives where training has been delivered appear not to have been evaluated.

All teachers have a school provided computer, which should significantly support improved application of Learning Technologies for personal and professional use.

The school has key individuals who are in a strong position to support and deliver professional development opportunities.

Extending Opportunities for Learning.

All students have access to Learning Technologies in the home although the use of this is generally restricted to information giving and assignment setting.

The eClassroom system is outdated, having remained static for some years. Its use is restricted to information giving but inconsistent use means that the parent user journey is confused and laboured,

Resources

Current access to technology is not sufficient.

The school’s wireless infrastructure meets current low usage levels.

Many learning spaces do not facilitate group work and are teacher focused.

The Technology Labs are generally used to their full capacity but these need to be booked and use needs to be planned for in advance rather than in response to immediate need.

Technical support staff time is often spent on administration tasks. E.g. report cards, filming

## Our Aims:

* Develop digitally literate teaching and support staff in line with the IB learner profile
* Develop digitally literate students in line with the IB Philosophy
* To engage parents as partners in learning
* Enable effective teaching and learning in a 21st Century environment that supports independent inquiry
* Raise attainment through access to high quality assessment data
* To evaluate initiatives to maximise return on investment
* Create extended learning opportunities
* Develop a sustainable always on world class infrastructure
* Learners have equitable access to relevant and effective learning technologies.
* Technologies are applied in a safe and ethical manner.

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| * Aim 1: Develop digitally literate teaching and support staff in line with the IB learner profile | | | | | |
| **Key Objectives** | **Activity** | **Person responsible** | **Timescale** | **Resources Required** | **Costs** |
| Identify staff skills and needs | Staff C21st skills audit  Personalised plans for each teacher  Departmental specific audits  Link PD needs to performance management processes | MD and PH | August  September  September  October |  |  |
| Identify school development needs | Use the strategic plan to highlight PD priorities and approaches  Place teachers in groups based on identified needs | MD and PH | October  October |  |  |
| Teachers to be equipped with appropriate pedagogies to deal with 1 to 1 | Best practice, suggestions and strategies, class based support | PH and PL | October |  |  |
| Create a PD timeframe | Coaching, mentoring, INSET, in school support, planning support, modelling, product training, courses and broader training e.g thinking skills etc…. | MD and PH | October |  |  |
| Identify existing best practice | Identify areas of expertise covered in school and establish showcasing, sharing and mentoring | MD and PH, RD and PL and senior management as part of observations | October and ongoing |  |  |
| VLE Role out | Identify and train pilot group (teachers, admin ) |  | April to June 2011 |  |  |
| All teachers have access to student data in Maze | All students data included in Maze | PL and BO | January | training |  |

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| * Aim 2: Develop digitally literate students in line with the IB Philosophy | | | | | |
| **Key Objectives** | **Activity** | **Person responsible** | **Timescale** | **Resources Required** | **Costs** |
| Introduce student portfolios | MYP – PH investigate, instigate open source portfolio management and use  PYP – use VLE (September 2011) then migrate as students move up | PH | Beginning of Aug | On line open source |  |
| Develop digital literacy with IB Learner Profile | Embed across all subject areas | PH ad MD | Aug 2010 to June 2011 |  |  |

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| * Aim 3: To engage parents as partners in learning | | | | | |
| **Key Objectives** | **Activity** | **Person responsible** | **Timescale** | **Resources Required** | **Costs** |
| Informed parents: Planning and communication | Provide “One Stop” shop access to information and consultation for parents.  Align web site protocols with eClassroom (VLE) | Tec Team in consultation with WebMaster | April to June 2011 | Review web site |  |
| Engagement in the learning process | Develop parents as an external resource as collaborators, experts, audience and evaluators | RD and PL and AC | August 2010 to June 2011 |  |  |

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| * Aim 4: Enable effective teaching and learning in a 21st Century environment that supports independent inquiry | | | | | |
| **Key Objectives** | **Activity** | **Person responsible** | **Timescale** | **Resources Required** | **Costs** |
| Integration of VLE | Students have access to a range of web 2.0 tools for communication collaboration and knowledge construction | RD, FD and PL | April to June 2011 |  |  |
| Increase use of Web 2.0 collaboration tools | Investigate open source web 2.0 that interoperable with the VLE | PH MD | September 2011 |  |  |
| Increase internationalism | Teachers/Students use Web 2.0 collaborate, with school internationally | PH MD and FD | August 2010 to June 2011 |  |  |
| To give students access to data within and without the classrooms | Increase the use of hand held devices  Increase use of mobile devices  Report to Board | PL, PH  MD PL | September 2010 to June 2011  June 2011 |  |  |

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| * Aim 5: Raise attainment through access to high quality assessment data | | | | | |
| **Key Objectives** | **Activity** | **Person responsible** | **Timescale** | **Resources Required** | **Costs** |
| All teachers have access to student data in Maze | All students data included in Maze | PL and BO | January | training |  |
| Measure student progress over time | Cost and evaluate Maze tracking system Introduce tracking system for secondary academic and pastoral records | PL | August 2010  January 2011 | training |  |
| Access to data | All parents have access to selected Maze data for their student via the VLE’s parent portal. | BO | September 2011 |  |  |

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| * Aim 6: To evaluate initiatives to maximise return on investment | | | | | |
| **Key Objectives** | **Activity** | **Person responsible** | **Timescale** | **Resources Required** | **Costs** |
| Evaluate impact of Smart Boards on teaching in primary | Audit of whole school provision of whiteboards  Report to Board and plan next step | MD and PH  MD | Audit June 2010  Report May 2011 |  |  |
| Evaluate impact of 1 to 1 laptops on teaching in secondary | Monitor progress, and SWOT (strengths, weaknesses, Opportunities and Tasks) analysis  Report to Board | PL and PH | Monitor and evaluate progress  Oct to May 2011  Report May 2011 |  |  |

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| * Aim 7: Create extended learning opportunities | | | | | |
| **Key Objectives** | **Activity** | **Person responsible** | **Timescale** | **Resources Required** | **Costs** |
| Provide access for a VLE for all teachers, students and parents | Clarify requirements compare and out to tender | PL, RD, FD | March 2011 | Phil | Approx HKD100 per student, per annum |
| VLE Role out – whole school | Introduce, train and facilitate | Technology Team | August 2011 | Phil |  |
| Strengthen Communication and sharing Campus wide | ASA in Campus TV  Embed campus TV in curriculum | AC,  MD, PH | August to June 2011 |  |  |

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| * Aim 8: Develop a sustainable always on world class infrastructure | | | | | |
| **Key Objectives** | **Activity** | **Person responsible** | **Timescale** | **Resources Required** | **Costs** |
| To guarantee access to the wi-fi | Test, assess and improve (infrastructure, servers) | BO  original contractor | End of July | PCCW |  |
| To facilitate always on technology | Charging points in classrooms, library, study rooms | BO | June to End of August |  |  |
| Student to print from any area in the school | Provide printer/photocopier on each floor of the school in accessible places for all students.  Provide protocol for printing to provide equitable access | BO  BO | September 2010  September 2010 |  |  |

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| * Aim 9: Learners have equitable access to relevant and effective learning technologies. | | | | | |
| **Key Objectives** | **Activity** | **Person responsible** | **Timescale** | **Resources Required** | **Costs** |
| Increase computer to pupil ratios | introduce 1:1 in Secondary  Infrastructure testing , user policy developed, parent communication,  Minimum system requirements drawn up and sent to parents | BO/IT | Mid- end September 2010  End of August 2010 |  |  |
| Increase computer to pupil ratios | Secondary desktops to Primary  All machines re-imaged / checked and all Primary software installed. Existing machines in all classrooms to be re-imaged. | BO / IT department | July 2010 |  |  |
| Simplify access to technologies | Teachers give greater autonomy with regard to software installation. | BO | August 2010 |  |  |

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| * Aim 10: Technologies are applied in a safe and ethical manner | | | | | |
| **Key Objectives** | **Activity** | **Person responsible** | **Timescale** | **Resources Required** | **Costs** |
| Students use technology safely | user policy developed | PH, PL, MD | September 2010 |  |  |
| All users utilize technologies legally and ethically | Acceptable use policies drawn up for all user groups. (teachers, admin, students and parents). | PH, PL, MD | September 2010 |  |  |
| Increase staff and student awareness of safe and ethical use of technology. | Students taught ethical , safe use of learning technologies | All teaching staff led by Learning Technology coordinators (PH, MD) | August 2010 to June 2011 |  |  |